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ABSTRACT

The 12 activity-oriented units described in this study skills guide for students in the eighth, ninth, and tenth grades are designed to assist in the development of necessary study skills at most levels of competence and to reinforce already existing skills. The units in the guide also attempt to incorporate as much student activity as possible, and focus on such topics as (1) learning to listen, (2) vocabulary (getting meaning from context), (3) notetaking methods, (4) listening and taking notes, (5) a way to read textbooks, (6) vocabulary (literal and figurative meanings), (7) how one studies, (8) improving memory, (9) preparing for and taking tests--objective questions, (10) organizing the paragraph, (11) organizing the paragraph (continued) and answering essay questions, and (12) using one's time. (HOD)

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STUDY SKILLS PROGRAM
Level II

Student Text

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UNIT I: LEARNING TO LISTEN

INTRODUCTION

WHAT IS STUDY?

Some students define study as what you do the night before a test to get ready for taking it the next day. This is only one limited sense of what the word means. Study has a much larger definition; it means to learn. Whenever you are learning, whether you are reading a book, listening to a friend or a teacher, watching a movie, doing homework, practicing a sport, or thinking by yourself, you are studying. Try to keep this larger definition in mind as you go through this Program. It's easy to remember in this way: if you're trying to learn, then what you're doing is *study*.

WHAT ARE STUDY SKILLS?

Study skills are methods, ways of doing something, that can help to make learning easier for you. They can also help you to get more work done and to learn more in a given period of time. There are skills involved in much of what we do in life, such as playing a musical instrument, shooting a jump shot, sewing a piece of clothing, tuning an engine, baking a cake, or dancing. In study there are specific skills that you can master that can help you to learn better.

These study skills are not a substitute for the hard work that learning requires. However, their use can make the effort and time that you devote to learning, and to school work in particular, more satisfying and rewarding.

WHAT IS THE VALUE OF STUDY SKILLS?

Many of you are probably already using at least some study skills. This Program can help you to learn additional skills that will let you use your time and energy even more profitably.

If you are not doing as well in school as you'd like to be doing, you may find this Program to be of help. Many students who do want to learn and who do work hard have difficulty in school. Often this is because they don't know how to study. The study skills that you will become familiar with in this Program can help you to overcome some of these difficulties. They can help you to improve the effectiveness of your learning and discover that your studying can become both more successful and more enjoyable.

HOW CAN YOU LEARN STUDY SKILLS?

This Program is based on a simple idea: people learn skills best by doing them. This means that the best way to learn a skill is through practice. For example, if you want to learn how to use the memory skills introduced in Unit VIII, you'll need to practice these skills at least several times, and maybe more—until you become good at them.

This Program can help you begin to learn twelve different study skills. It's important to remember, though, that people learn in different ways. For most of you, it will take more than one or two practices to learn any of these skills well. But you can learn any or all of them with a desire to learn and enough practice.

QUESTIONS FOR GOOD LISTENERS

Directions: Write your answer to each question in the space provided.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

LISTENING IS A SKILL

The average junior high or high school student spends about 55% of each day in school *listening*. That means that you give more time to listening than to anything else that you do in school.

Most people think of listening as something as natural as walking or eating; they don't think of it as anything you have to work at to do well. But as you've seen in the "Questions for Good Listeners," most of us are not good listeners naturally.

Why not? Hearing is a natural ability, but *listening* is more than just hearing. Listening means directing your attention to what you're hearing and knowing what you've heard.

Listening is a skill. It's one of the most important study skills because listening is a part of almost everything else that we do. It seems simple, but it's not. Being a good listener doesn't come naturally. It requires learning and practice.

WHY IS IT HARD TO LISTEN EVEN WHEN YOU'RE INTERESTED?

Generally people talk at about 125 words per minute. However, we think at a speed that is more than three times as fast, about 400 words per minute. That means that our thoughts move much faster than the words of whatever we're listening to. So, it's not surprising that we often let our attention wander away from what another person is saying to us.

The key to becoming a good listener is to be an *active listener:* to keep your thoughts directed on what you're listening to.

HOW CAN YOU BECOME AN ACTIVE LISTENER?

Being an *active listener* means both hearing the words that are being spoken *and* thinking about what the speaker is saying. A good way to think about what you're hearing is to ask yourself questions about it and then answer them.

Below are three helpful ways to think about what you're hearing:

1. Regularly summarize what the speaker has already said. Remind yourself of what's already been covered.

   ASK YOURSELF: What are the main points of what's already been said?

2. Try to think ahead of the speaker while you listen. Try to figure out where he or she is going.

   ASK YOURSELF: What is he or she getting at? What will he or she say next? How will he or she support what's been said?

3. Try to listen "between the lines." That means to figure out what the speaker is hinting at or saying indirectly.

   ASK YOURSELF: Is there anything he or she is hinting at but not saying directly?

WHAT ELSE CAN YOU DO TO IMPROVE YOUR LISTENING SKILL?

1. Look at the person who is speaking. Establish eye contact if possible. This will help you to pay better attention to what he or she is saying.

2. *Listen first, judge later.* Listen to everything that the speaker has to say before you decide how you feel about it. If you begin to react in the middle of listening, then you may miss what he or she will say next. Try to listen to everything first; then react to it.

3. Take notes if you need to remember what's being said. (Units III and IV will help you with taking notes.)

LISTENING EXERCISE

Directions: Try to be an *active listener* while your teacher talks. Then, answer the questions below about what you've just heard.

1. What are the main points of what's been said?

2. Where do you think he or she will go next with what he or she is saying?

3. How has he or she proved or supported what he or she has said?

Continued on the next page.

4. Is there anything that he or she is hinting at but not saying? If so, what is it?

_____

_____

_____

5. Rate your *active listening* during the past few minutes on the scale below. Circle the number that you think best describes your listening.

not listening at all		listening at times		listening but not asking yourself any questions		listening and asking yourself some questions		active listening
1	2	3	4	5	6	7	8	9

UNIT I SUMMARY: LEARNING TO LISTEN

Listening is a skill. It takes effort and practice to learn how to be a good listener.

The key to being a good listener is being an *active listener*.

How do you become an active listener?

1. Regularly remind yourself of what's already been said while you listen. Ask yourself: how does what's being said now fit in with what's already been said?

2. Try to think ahead of the speaker. Ask yourself: what do I think he or she will say next?

3. Try to listen "between the lines." Ask yourself: is there anything the speaker is hinting at or saying indirectly?

4. Listen first, judge later. Don't try to evaluate what you're hearing until you've heard what the person has to say.

5. Take notes if you need to remember what's been said. Ask yourself: do I need to remember this? Do I need to take notes?

UNIT II: VOCABULARY (Getting Meaning From Context)

INTRODUCTION

Your vocabulary is your language. It's all the words that you can understand and use in talking, writing, reading, and listening. If you only "sort of know" a word's meaning but can't use that word yourself, then it's not really a part of your vocabulary yet. Usually we need to see and use a word several times before we really know what it means.

This Unit will show you a method that can help you both to increase your vocabulary and to make your reading more interesting and enjoyable.

GETTING MEANING FROM CONTEXT CLUES

When you are reading, you often come across words that are unfamiliar or unknown to you. Two good ways that you can learn about the meaning of an unknown word are:

1. *You can look it up in the dictionary.*

   Looking it up immediately is particularly useful if you need to know an exact definition of the word.

2. Another way to learn about an unknown word is to try to *figure out its meaning from context clues.*

   CONTEXT means the setting in which something is found. For example, a person lives in the *context* of his or her family; a mechanic works in the *context* of a garage; a singer performs in the *context* of a theater.

   In language, *context* means the words and sentences around any particular word.

CONTEXT CLUES are familiar words and phrases in a sentence or paragraph. These are words that you know. From these familiar words you can often figure out the meaning of an unknown word.

Read the sentence below carefully. In the blank under it, write down what you think the meaning of *curfew* is.

EXAMPLE: It's not unusual for young people to have a *curfew* set by their parents, for example, midnight or 12:30 AM.

curfew means _____

KINDS OF CONTEXT CLUES

1. DEFINITION

Sometimes a sentence or context actually includes a definition of the unknown word. It is usually not a dictionary definition, but it does tell you the meaning of the word.

EXAMPLE:
If your house *depreciates*, that means that it loses some of its value.

depreciate means _____

EXERCISE I

Directions: Circle the words in each sentence below which are context clues to the meaning of the underlined word.

1. A *facsimile* is always an exact copy.

2. A kind of a plant or animal is a *species*.

3. A *bivouac* is a camp that is used only for a night or two.

4. To *abstain* is a choice not to participate.

2. EXAMPLE

In its context, an unknown word may be followed by examples which can give you an idea of what the word means. The examples may also come before the unknown word. With this kind of context clue, you can get a sense of what the unfamiliar word means by looking at the examples that are given of it.

EXAMPLE.

In the warehouse, they had a large supply of ***munitions***, including pistols, rifles, and ammunition

munitions means _____

EXERCISE II

Directions: Write a definition for each underlined word in the blank below each sentence. Use context clues to develop your definitions.

1. She had had many ***exploits*** in her life, such as climbing Mt. McKinley and riding a raft through the Grand Canyon.

exploits means _____

2. He always ***gesticulated*** when he talked, for example, moving his right arm up and down while opening and closing his hand.

gesticulate means _____

3. Some dishonest wine makers have been known to ***adulterate*** their wines, usually with water or cheaper wine.

adulterate means _____

4. They were lying on their stomachs, ***inert***, like dead men except for the soft hum of their breathing.

inert means _____

3. DESCRIPTION

Another kind of context clue is a description, usually a clause or phrase, that tells you about the meaning of an unknown word. A description gives you a word picture of something or shows you some of its parts. The description usually comes after the unknown word and can give you a good working definition of it.

EXAMPLE:

A *procrastinator,* who puts off doing his work again and again, is usually not happy with himself for doing this.

procrastinator means _____

EXERCISE III

Directions: Write a definition for each underlined word in the blank below each sentence. Use context clues to develop your definitions.

1. Should our society have a *censor,* who will decide what books and movies should not be available to children?

censor means _____

2. Their *surveillance* of the house, including all the hours they spent watching it from the State Building and from their cars, resulted in no new discoveries.

surveillance means _____

3. *Amnesty,* which involved the freeing of all prisoners, was declared in 1867.

amnesty means _____

4. Every movie has a *scenario* which briefly describes what happens in the story being portrayed.

scenario means _____

4. RESTATEMENT OR SYNONYMS

Sometimes authors will use a difficult or uncommon word and then feel a need to explain its meaning. One way that they do this is to follow the difficult word with a synonym which is a more common word. (Synonyms are words that have the same or nearly the same meaning.) Another way is to explain the difficult word with a phrase or clause. This is restatement, that is, to say again with different words.

EXAMPLE OF A SYNONYM AS A CONTEXT CLUE

She didn't immediately *fathom* or understand the meaning of the letter.

fathom means _____

EXAMPLE OF RESTATEMENT AS A CONTEXT CLUE

One of the weapons available to governments is *propaganda,* that is, the spreading of its own narrow and often false views.

propaganda means _____

EXERCISE IV

Directions: Circle the words in each sentence below which are context clues to the meaning of the underlined word.

1. They had to bring in *mercenaries* or hired soldiers to fight the war.

2. He's just one of those *malcontents,* a person who is never satisfied with anything.

3. He *loathed* peppermint ice cream, regarding it with extreme dislike.

4. They had already begun to *dismantle* the ship, to take it apart piece by piece.

5. COMPARISON AND CONTRAST

One kind of context clue is given when the author tells you more about an unknown word by comparing it to something else, that is, telling you what it's like. Another kind of context clue is given when the author tells you more about an unknown word by contrasting it to something else, that is, telling you what it's not like. Often by knowing what something is similar to or different from, you can get a good sense of exactly what it is.

EXAMPLE OF A COMPARISON AS A CONTEXT CLUE

Her *predicament* was much the same as the difficult problem she had faced the year before.

predicament means _____

EXAMPLE OF A CONTRAST AS A CONTEXT CLUE

Instead of being *demoted* as he had feared, he was actually raised up two levels in the chain of command.

demoted means _____

EXERCISE V

Directions: Write a definition for each underlined word in the blank below each sentence. Use context clues to develop your definitions.

1. At first people thought that television might make radio *obsolete,* but it's turned out that millions of people still listen to radio.

obsolete means _____

2. The party was such a *fiasco* that it reminded him of every other social failure that he'd ever experienced.

fiasco means _____

3. Rather than the usual twenty devoted fans, the basketball team found a large *throng* awaiting their return in the airport lounge.

throng means _____

4. Her *prowess* on the parallel bars was astounding; no one had ever seen such great skill before.

prowess means _____

6. INFERENCE

An *inference* is a conclusion or idea that you create by examining various facts and then making a reasonable judgment based on those facts. For example, you can often *infer* what the menu will be at lunch by walking past the cafeteria and recognizing the smells of the various foods.

Sometimes you can *infer* the meaning of an unknown word by examining the meanings of the words and phrases around it, even though there are none of the special kinds of clues we've already seen.

EXAMPLE:
Probably everyone knows that moment of *trepidation* just before you first meet the person you're going to go out with on a blind date.

trepidation means _____

EXERCISE VI

Directions: Write a definition for each underlined word in the blank below each sentence. Use context clues to develop your definitions.

1. With the arrival of morning I discovered that the sky was completely *overcast*. Everything above me was gray.

overcast means _____

2. I'm a very friendly person, I think. I always like to be with people, either doing things that we enjoy or just talking. I suppose that's why people say that I'm *gregarious*.

gregarious means _____

3. There are still no cures for the common cold. All that medical science has developed are various *palliatives* that help make the cold sufferer feel a little bit better for a few hours at a time.

palliatives means _____

4. The *tortuous* road we had to drive up had one narrow curve after another all the way to the top. That's probably why it's called Snake Hill Rd.

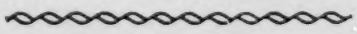
tortuous means _____

THREE HINTS FOR USING CONTEXT CLUES

1. Stopping to look up an unknown word in the dictionary can interfere with your reading. You can use *context clues* to get a sense of the meaning of an unknown or unfamiliar word. Then you can keep on reading without needing to stop.

2. When you *can* figure out the meaning of an unknown word from context clues, quickly jot the word down. Then look it up in the dictionary when you come to a natural break in your reading. Check to see how close your context definition is to the dictionary definition.

3. When you *can't* figure out the meaning of an unknown word from context clues, then you need to look up the word if you want to learn what it means.



ADDITIONAL EXERCISES: Getting Meaning From Context

A. *Directions:* Write a definition for each underlined word in the blank below each sentence. Use context clues to develop your definitions.

1. Some *imprecations* are fairly mild, like darn or shoot.

imprecations means _____

2. This is her *dilemma* which will force her to decide between two poor choices.

dilemma means _____

3. The mayor's office used to be filled with *mendicants*, people who were seeking special favors.

mendicants means _____

4. Instead of *disparaging* children when they make mistakes, you should try to praise them when they do things correctly.

disparaging means _____

5. To *indict* means to bring legal charges against someone.

indict means _____

6. A good way to start working on any scientific problem is to make a sort of guess, a *hypothesis,* that might explain the problem.

hypothesis means _____

7. It was amazing how two brothers could be so different. One was *parsimonious* while the other spent his money easily and quickly.

parsimonious means _____

8. Many animals are now *extinct,* like dinosaurs.

extinct means _____

9. The President has a group of people who travel with him wherever he goes. Some of them are bodyguards; others are aides and advisers. Even when he's with his family, this *entourage* is never far away.

entourage means _____

10. The disease brought her a feeling of *lassitude* which kept her lying in bed all day.

lassitude means _____

ADDITIONAL EXERCISES

B. *Directions:* Write a definition for each underlined word in the blank below each sentence. Use context clues to develop your definitions.

1. To *emote* or express one's feelings is usually quite healthy.

emote means _____

2. Jack told his friends that he had ignored several *provocations,* such as curses directed at him and a snowball thrown at his head.

provocations means _____

3. He had known her for little more than a week. He'd only talked with her twice, but the liking that he had for her was very strong. Clearly he was *infatuated* with her.

infatuated means _____

4. All of you have seen *arboreal* animals that live in trees.

arboreal means _____

5. A *heterogenous* group is a mixed one.

heterogenous means _____

6. She suffered from *amnesia,* which left her with a loss of memory.

amnesia means _____

7. *Siblings* are either brothers or sisters.

siblings means _____

8. Sheila and her friends had gone to the museum without bothering to check about the cost of entry. Although she had expected to have to pay two dollars or even more to gain entrance, she was happily surprised to discover that there was only a *nominal* charge for students.

nominal means _____

9. This document contains every word that was said in that courtroom, every single sound or noise made by any of the people involved in the trial. If you read this *verbatim* account of what took place there, you can get a good feeling for what it was like.

verbatim means _____

10. Rather than offer wise advice, he only gave us a collection of *fatuous* remarks.

fatuous means _____

ADDITIONAL EXERCISES

C. *Directions:* Write a definition of each underlined word in the blank below each sentence. Use context clues to develop your definitions.

1. I took an axe and began to smash the *rungs,* much like thick broomsticks, that held the ladder together.

rungs means _____

2. The Wright Co. built an office building that had eight sides. This *octagonally* shaped structure looked very strange.

octagonally means _____

3. A marathon runner needs great *stamina,* that is, strength and endurance.

stamina means _____

4. The officer insisted that Sue was *inebriated,* but she explained that she was actually completely sober. What had happened was that her steering had failed.

inebriated means _____

5. An *apiary* is a place where bees are kept.

apiary means _____

6. Even as a child Jack had liked to watch birds in flight and paint pictures of them. When I grow up, he told himself, I'll spend all of my time learning more about birds. Now, after all these years of preparation, he is finally an *ornithologist.*

ornithologist means _____

7. A *congenital* disease is like anything else that one has at birth. It's not something that you can prevent.

congenital means _____

8. Many people believe that the world is going through a period of *transition* or change in this decade.

transition means _____

9. In April Clarence spent a week hiking through the Ozarks by himself. A lot of his friends thought he was foolish for undertaking such a dangerous project but, when he returned, they were all eager to know how his *solitary* week had gone.

solitary means _____

10. Wood is *opaque;* no light passes through it. But glass is not opaque.

opaque means _____

UNIT II SUMMARY: VOCABULARY (Getting Meaning From Context)

One good way to figure out the meaning of an unknown word is to use *context clues*.

The context is the setting in which the unknown word is found, that is, the words and phrases around it. *Context clues* are familiar words and phrases. From the meaning of these you can often figure out the meaning of the unknown word.

Kinds of *context clues*:

1. Definition	The context actually includes a definition of the unknown word.
2. Example	The context includes examples of the unknown word which can give you an idea of its meaning.
3. Description	The context describes the unknown word.
4. Restatement or synonym	The context gives you a synonym for the unknown word or a restatement of it, that is, expressing its meaning in other words.
5. Comparison and contrast	The context tells you what the unknown word is like or what it's not like.
6. Inference	The context gives you enough information about the unknown word so that you can draw some reasonable conclusions about, or infer, its meaning.

UNIT III: NOTE-TAKING METHODS

WHY TAKE NOTES?

The major difficulty that many students have in taking notes is that they're not really sure what they're trying to accomplish. Some students try to copy down every word. Others may only write down a fact here and there without including any ideas which explain them.

THE PURPOSE OF TAKING NOTES IS TO HELP YOU LEARN. Your notes help you to learn when you first write them down; taking notes helps you to figure out what's important in what you're reading or hearing. Also, taking notes gives you a record of what you need to know for the future. You can use your notes to study for tests.

THINK OF YOUR NOTES AS A *MAP*. What you should write down as notes are words and phrases that will help you to remember the *main ideas* of what's been said or what you've read. Just as a map leaves out a lot of detail, so can your notes. Also, always write your notes *in your own words*.

NOTE-TAKING METHODS

This unit will show you two effective ways of taking notes: *outlining* and *mapping*. Try using both of them and discover how well they work for you.

Also, this unit will show you a method you can use to save time when you're taking notes.

OUTLINING

An *outline* is a way of organizing and listing information. To make an outline, you first decide what the main ideas are. Then, below each main idea you list the various ideas and information that relate to the main ideas.

Read the paragraph below. Following it you will find an outline that is a good example of notes for that paragraph.

PARAGRAPH I

On January 16, 1920, prohibition went into effect in all parts of the United States as a result of the 18th Amendment to the Constitution. This amendment made the use of alcohol illegal, unless it was for medical, industrial, or religious purposes. The Volstead Act was passed by Congress to make it possible for the government to enforce prohibition. It set up an agency of 1500 agents who tried to make sure that the law was obeyed. However, during the next thirteen years until prohibition was ended in 1933, the law did not result in stopping many people from drinking alcoholic beverages. Instead, it led to the creation of a large business for criminals who illegally made liquor or smuggled it into this country, and served it in bars called "speakeasies" or sold it by the bottle.

Outline for Paragraph I

I. Prohibition - alcohol

- A. 18th amendment— 1920
- B. Volstead Act— agents to enforce it
- C. Didn't work— criminals ignored it, so did many people
- D. Ended 1933

HOW TO OUTLINE

1. First, read the whole section or paragraph.

2. Decide what the *main idea* is; write down the *main idea* in your own words. Use Roman numerals to indicate main ideas. (Look at the *outline form* below to see how this is done.)

3. Then decide what ideas or details are important. List these below the main idea. Use capital letters to indicate these ideas and details.

4. If you need to list information under the items indicated by capital letters, use numbers. Look at the *outline form* below to see how this is done.

OUTLINE FORM

I. Main idea
   A. Idea/detail
   B. Idea/detail
      1. Sub-detail
      2. Sub-detail

TIPS FOR TAKING NOTES

1. Always write your notes *in your own words* (unless you are copying a quotation). Putting ideas and information into your own words helps you to learn it better.

2. Just try to get the main ideas and important facts down on paper!

3. Try to spend 80-90% of your time reading or listening, and only 10-20% of your time writing notes.

4. Write your notes in words and phrases; don't bother to use complete sentences. YOUR NOTES ARE FOR YOU! Write them in the quickest way that makes sense for you.

EXERCISE I

Directions: Read the following paragraph and take notes for it in the outline form below.

During the 19th century, women in America had very few rights. All children, including girls, were considered to be the property of their fathers. When a woman married, she lost her legal standing as an individual and once again belonged to a man, this time her husband. The husband became the legal owner of all of her property and earnings. Also, women were not allowed to vote or hold public office. Generally, women were considered inferior to men and, thus, not deserving of rights. It was not until the 20th century that women began to win these rights.

I. _____

A. _____

B. _____

C. _____

D. _____

MAPPING

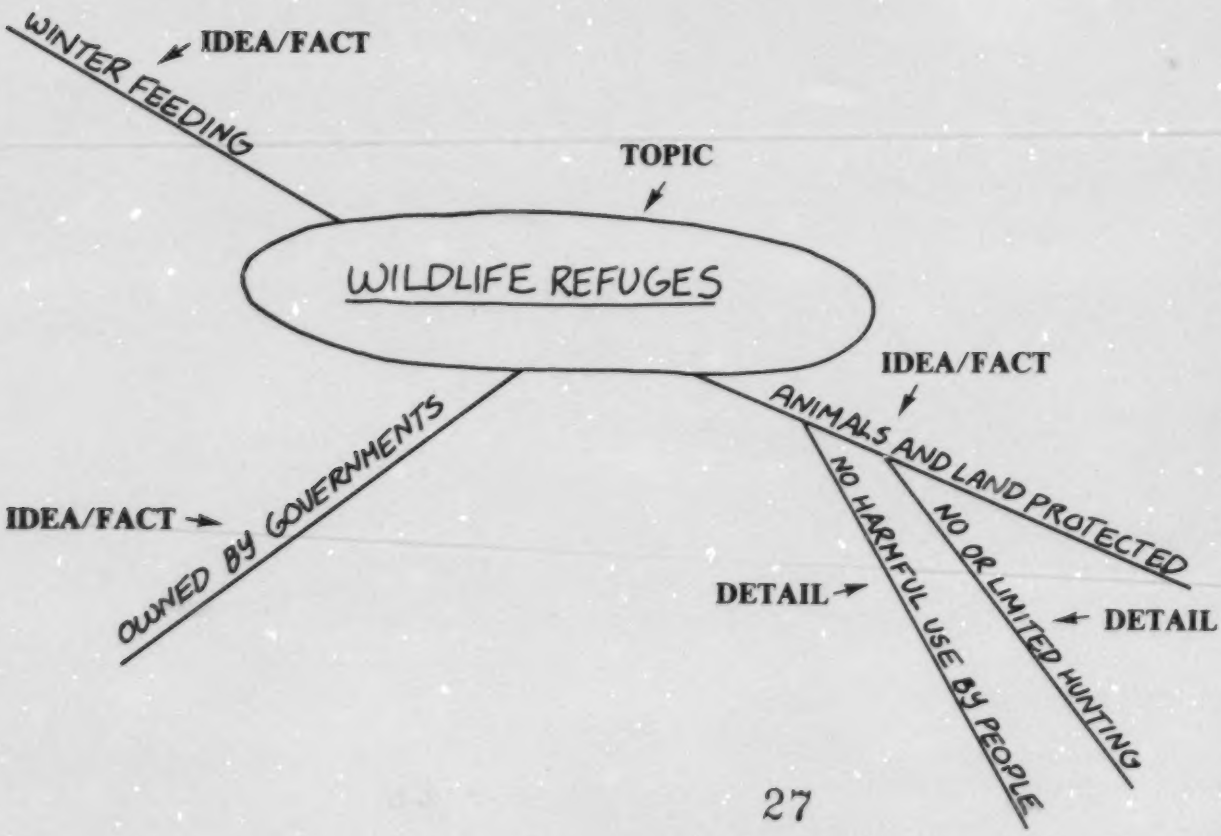
Another good way of organizing information on paper is *mapping*. Instead of using numbers and letters to organize your notes, you make a diagram, or a *map*, on your paper with your notes.

Read the paragraph below. Under it you'll find a map which is a good example of notes for that paragraph.

PARAGRAPH II

Wildlife refuges are areas where wild animals and the environment in which they live are protected from people. Either no hunting at all is allowed, or the amount of hunting is carefully controlled. Most wildlife refuges are owned by the local, state, or federal governments. People are not allowed to live in these areas or use the land for any purpose that would be harmful to the animals. Efforts are made to preserve the land as it is naturally. Also, winter feeding for the animals is provided in many refuges.

MAP FOR PARAGRAPH II:



27

HOW TO DO MAPPING

1. In capital letters, print the topic or main idea of the lecture, discussion, chapter, or section in the center of the page. Circle it.

2. Whenever you hear or read an important idea or fact, print it on the page on a line that's connected to the circle around the topic.

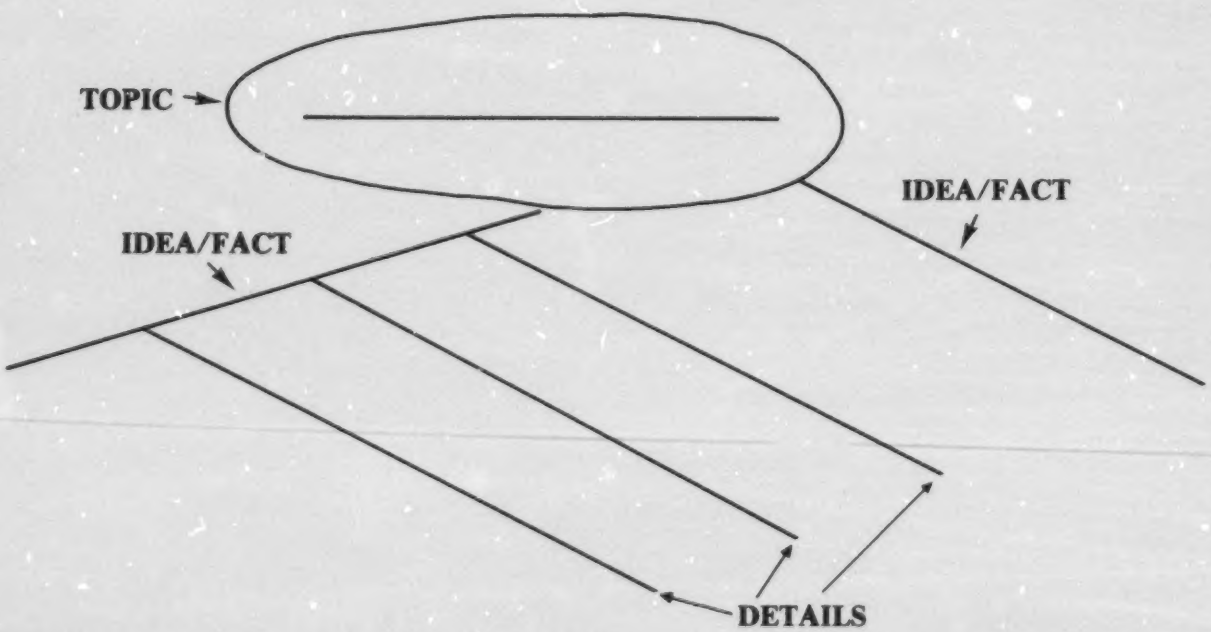
3. If there are details to be included in the map, print them on lines which are connected to the ideas which the details describe.

REMEMBER: When you are mapping, be sure to connect all notes to some other note in a way that makes sense to you. Then, when you finish, you'll have all of your notes already organized.

EXERCISE II

Directions: Read the paragraph below and take notes for it using the mapping form which follows it.

The air over most cities is polluted. It contains substances released from cars and trucks, industrial smokestacks, and houses and other buildings. As it contains some poisonous materials, polluted air is harmful to health as well as unpleasant to breathe. It can make people cough, choke, cry, and even faint. More seriously, it can also cause respiratory infections, lung cancer, allergies, and several other diseases. Polluted air also hurts plants and reduces the yield of agricultural crops.



USING ABBREVIATIONS AND SYMBOLS IN NOTE TAKING

One good way to save time when you're taking notes is to use *abbreviations* and *symbols* whenever you can. You can use abbreviations and symbols that are generally accepted, and you can develop your own as well.

An *abbreviation* is several letters taken from a word that are used to stand for that word.

Examples of abbreviations:

word	*abbreviation*
continued	cont
United States of America	USA
mathematics	math
government	govt

A *symbol* is a letter or marking that is used to stand for a word or words.

Examples of symbols:

word	*symbol*
with	w
and	+
without	w/o

EXERCISE III

Directions: Create a symbol or abbreviation for each of the following words.

1. California _____
2. equals _____
3. department _____
4. against _____
5. individual _____
6. because _____
7. biology _____
8. information _____

UNIT III SUMMARY: NOTE-TAKING METHODS

Taking notes helps you to learn in two ways:

1. To take good notes, you need to figure out what the important ideas and facts are in what you're reading or hearing. Figuring out what these important ideas and facts are and then writing them down will help you to learn them.

2. You can use your notes a week or a month later to study for a test.

Think of your notes as a MAP. Only write down the main ideas and important facts. Also, be sure to write your notes in your own words.

Two good methods for taking notes are:

1. OUTLINING

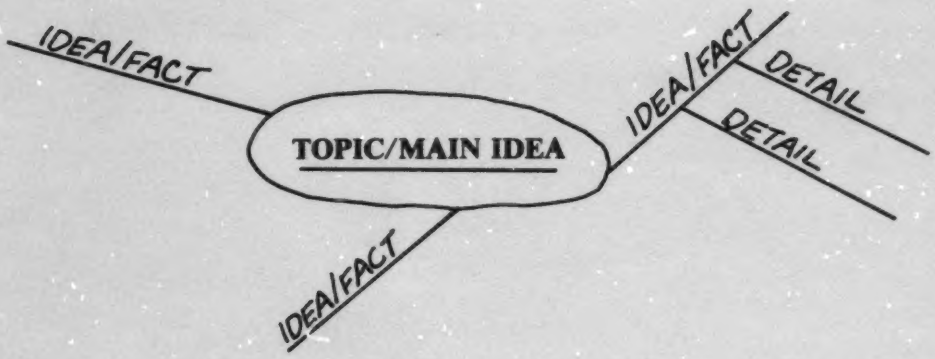
I. Main idea

A. Idea/detail

B. Idea/detail

1. Sub-detail
2. Sub-detail

2. MAPPING



Use abbreviations and symbols as much as possible when you take notes. The more you can use them, the less writing you'll have to do.

UNIT IV: LISTENING AND TAKING NOTES

INTRODUCTION

In the previous unit, you learned about two ways of taking notes: *outlining* and *mapping*. You practiced using both of these methods to take notes from reading.

In this unit, you'll learn how you can use these methods to take notes from *listening*.

WHY TAKE NOTES IN CLASS?

Much of what you need to learn to do well in any subject will be covered in the class itself. However, as we noted before, most people need to hear something several times or to write it down to learn it.

Taking *brief* notes in class will help you to learn in the following ways:

1. Taking notes will help you to focus on the main ideas of what's being said because you'll only want to write down the main ideas.

2. Writing down the main ideas as notes will help you to learn them.

3. You can use the notes that you've taken later on when you want to study for a test.

REMEMBER: Taking notes helps you to learn both when you first write the notes down and when you use them for studying.

HOW DO YOU START?

Before you begin to take notes in class, you need to decide which method to use. For most people, the following suggestions will be helpful:

1. You can use the ***outline*** method for a lecture or any kind of organized talk. Sometimes your teacher may put an outline on the board either before he or she begins to talk or as he or she goes along; use this outline as a starting point for your outline. Even if an outline is not given, you can still take notes in outline form for any organized talk.

2. You can use the ***mapping*** method for taking notes during any activity which is less organized, such as a class discussion or question period. When you use ***mapping***, you can organize the ideas on your paper as you go along.

It may seem difficult at first to know when to use which method for taking notes. Don't worry about this! With a little practice you'll soon discover how and when the two note-taking methods work best for you.

WHAT TO KEEP IN MIND ABOUT TAKING NOTES FROM LISTENING

1. ***Be an active listener!*** Remind yourself of what's already been said. Try to think ahead of the speaker and figure out where he or she is going. Listen first, judge later.

2. Try to spend most of your time listening. Figure out what the main ideas are; then write them down. Use only words and phrases, not complete sentences. Remember: your notes are for you!

3. When your teacher tells you that you'll need to know something, be sure to write it down in your notes.

EXERCISE I

Directions: Your teacher will deliver a short lecture. Take *outline* notes from it on the lines below. Use the brief outline that he or she puts on the board as a starting point for your notes.

EXERCISE II

Directions: Your teacher will lead a short class discussion. Take *mapping* notes for this discussion in the space below.

SUMMARY UNIT IV: LISTENING AND TAKING NOTES

Taking notes in class can help you to learn both when you first write the notes down and when you use them for studying.

1. You can use the *outline* method to take notes for a lecture or any kind of organized talk.

2. You can use the *mapping* method to take notes for any class activity that is less organized, such as a class discussion.

Remember to be an active listener!

UNIT V: A WAY TO READ TEXTBOOKS

INTRODUCTION

A large part of the school work that any high school student does is reading. You read short stories, novels, poems, plays, and so on, but much of the reading that you do is in *textbooks*.

HOW ARE TEXTBOOKS DIFFERENT FROM NOVELS AND STORIES?

Can you list three ways in which textbooks are different from novels and stories?

1. _____

2. _____

3. _____

HOW DO YOU READ A TEXTBOOK?

Many students read a textbook the same way they read a short story or a novel. They start with the first word on the first page and read straight through until they come to the last word of the assignment.

However, as you've seen above, a textbook is very different from a novel or a short story. A textbook is written to help the reader learn about the information inside it as easily as possible. Most textbooks are divided into chapters. The chapters, in turn, are divided into sections which usually have headings above them.

Think of the chapter titles and section headings as *signs*. They tell you where the textbook is going, what the next chapter or section is about.

It makes sense, then, to read a textbook in a special way, a way that takes advantage of these *signs*.

A WAY TO READ TEXTBOOKS

The way of reading textbooks that this unit will show you is called the *SQ3R Method*. These initials stand for:

S——————SURVEY
Q——————QUESTION
R——————READ
R——————RECITE
R——————REVIEW

HOW DOES THE SQ3R METHOD WORK?

1. **SURVEY**

   Before you start to read, take a minute or two to SURVEY your assignment. This means to read the chapter title and all of the section headings. Also, be sure to read the summary paragraph and any review questions at the end of the chapter.

   Your SURVEY takes only a minute, but it will give you a good idea of what your reading is going to be about.

2. **QUESTION**

   Now go back to the beginning of your assignment and turn the first heading into a QUESTION. You can do this by asking "how," "what," "why," or "who" about it.

   If you turn the heading into a QUESTION, then you'll know what you're trying to find out when you start reading.

3. **READ**

   Now READ the section to find the answer to your question.

4. **RECITE**

   RECITE means this: first ask yourself the question about the section that you've just read; then tell yourself the answer that you've learned from your reading.

   RECITING is the step in this method that most helps you to learn what you've read. The best way to RECITE is to take *brief* notes in an outline form. WHY IS THIS?

   1. Writing something down on paper helps you to remember it better than just saying it to yourself.
   2. Writing down the SQ3R questions and answers takes only a few minutes and gives you a record of what you've read that you can use later on.

   Below is an example of a good way to organize these notes:

I. QUESTION	I. Main idea of section A. Detail B. Detail C. Detail

Write the question on the left side of your paper, the notes on the right side. Taking notes in this way will help you later on when you want to REVIEW.

WHEN YOU HAVE FINISHED TAKING NOTES FOR THE FIRST SECTION, GO ON TO THE NEXT SECTION AND FOLLOW THE SAME STEPS:

QUESTION
READ
RECITE

5. **REVIEW**

When you've finished the QUESTION, READ, and RECITE steps for all of the sections in your assignment, then it's time to REVIEW. Cover up the right-hand side of your notes. Ask yourself the questions on the left-hand side, and see if you can tell yourself the answers. You need to look over your notes again for the questions you can't answer.

REVIEW takes only a few minutes and gives you another chance to make sure that you've learned the material. If you know the answers when you review, there's a good chance that you'll still know them a week or a month later when you have a test about them.

EXERCISE I

Directions: Read the textbook section on page 35 using the steps of the SQ3R Method. If you're uncertain about any of the steps, look back at the explanation on pages 32-33.

Do the RECITE step in the space provided below. (You'll find the QUESTION already written down to help you do this.)

I. What was a new way to travel?	I.
	A.
	B.
	C.

TEXTBOOK SECTION I

A NEW WAY TO TRAVEL. Automobiles are so important today that it is hard to think of a time when we did not have them. Yet you can find people today who can remember when a car was something new.

The internal-combustion engine burns a fuel inside itself and uses the heat to provide power. It was developed in Europe. It opened the way for men to invent the automobile and later the airplane. One of the German-made "horseless carriages" was brought to our country. It was studied by Charles E. and J. Frank Duryea. In 1893 they drove down the streets of their city in a gasoline-powered car they had designed and built.

The next year, in 1894, the Apperson brothers and Jonathan Maxwell built a car planned by Elwood G. Haynes. These men helped start our auto industry. Within a few years other men, inventors and mechanics, were turning out automobiles of their own. This new business used the skills we had developed in the carriage business. Men like the Studebakers of South Bend, Indiana, found it easy to shift from one business to the other.

Some of our first automobiles were powered by steam or electricity. Cars that used gasoline were much better; before long, we gave up the other types.

What did these early cars look like? They were not at all like the ones you see today. They weren't big, shiny, or powerful. Their tires were poorly made. These cars broke down easily on hard drives. You had to be a mechanic to keep one running well. But when they ran, they got you there. People bought them. This was a way to travel!

WHAT ARE THE ADVANTAGES OF USING THE SQ3R METHOD?

1. Using this method can help you to become an *active reader*, one who reads to find answers to questions rather than just to turn the pages and get it over with. If you're an *active reader*, you'll find that your reading will be more interesting to you.

2. Using the SQ3R Method can help you to learn more when you read and to remember more about what you've read. This method is designed to make the most of the way your memory works.

3. This method will give you some brief but very useful notes for each reading assignment. You can use these notes later to study for tests.

4. Although it will probably take you more time to use the SQ3R Method at first, once you learn how to do it you'll find that it can be as fast as your old method . . . and much more effective!

TIPS FOR TAKING SQ3R NOTES

1. Always read the whole section before you start to write your notes.

2. Always use *your own words* in your notes. Putting facts and ideas into your own words is a very good way to learn about them.

3. Don't bother to write your notes in sentences. Just write down important words and phrases. Also, use abbreviations and symbols as much as possible to save time.

4. Remember that your notes are for you, not for anyone else. Take notes that make sense to you!

EXERCISE II

Directions: Use the SQ3R Method in reading the textbook sections on page 38. Put your notes into the blank outline below. (You'll find the first QUESTION already written down for you; you'll need to create the other two QUESTIONS.)

I. What were the changes	I.
brought by the automobile?	A.
	B.
	C.
II.	II.
	A.
	B.
	C.
III.	III.
	A.
	B.
	C.

TEXTBOOK SECTION II

CHANGES BROUGHT BY THE AUTOMOBILE. In less than twenty five years we had given up the use of horses for travel and moving goods. Today, much of our country's wealth depends upon the automobile. It is one of our largest industries. Many other businesses supply the automobile makers. Automobiles need rubber; they need electric equipment; they need cloth and glass and plastic; they need paint and special metals. As we began to use more automobiles, our country built better surfaced roads; today we have the best roads in the world.

The automobile has brought us many problems, too. Every year thousands of people are killed or hurt in accidents. More of our people have been killed in cars than in all the wars our country has fought. How can we end this waste of life? We still seek an answer to this great national problem.

A FLYING MACHINE. Men long dreamed of being able to fly. However, they had never had a way to keep a heavier-than-air "ship" up in the air. Then, in 1903, two young bicycle mechanics, Wilbur and Orville Wright, placed a motor on their flying machine. It turned a propeller which made the air flow in a way that kept their machine up in the air. Their first flight was at Kitty Hawk, North Carolina. They kept their plane in the air for several hundred feet. They had invented the first true airplane.

They were not the first to try. Back in the 1700's balloons had been invented which were large enough to carry a basket with people in it. Many hoped this would be the beginning of flying. But these balloons were dangerous; it was hard to control their flight.

The next step came after 1800. Men in both Europe and America worked with gliders. These were built of light wood, and used wind currents to keep them up in the air. The Wright brothers had worked with gliders, too. They learned much about what was needed to make an airplane fly. They had to control the wind currents to keep their plane up. They built a boxlike plane and a gasoline engine to power it. Then, even though the world took little notice at first, they made their machine fly.

AVIATION IMPROVES. Aviation is the science of building and flying airplanes. We have learned much about aviation since the days of the Wright brothers. They and other men in many parts of the world worked for the next ten years to make better planes. Then, in 1914, a world war began. Both sides built planes and trained young pilots. The airplanes they flew in that war were slow, and did not fly well. Stories are told of pilots in the First World War who flew wing tip to wing tip and fought it out with blazing revolvers!

Aviation boomed after the war. Men set up companies to build and sell airplanes. Daring pilots made long trips. Some died; others became famous. In 1927 young Charles A. Lindbergh surprised the world by flying his plane, the "Spirit of St. Louis," from New York to Paris, France. He flew alone for 3,610 miles across the Atlantic. His success showed our people that air travel had a great future. More people were willing to invest their money in the new industry.

UNIT V SUMMARY: A WAY TO READ TEXTBOOKS

Textbooks are very different from novels, short stories, or plays. Textbooks are written to help the reader learn the information within them as easily as possible. Thus, they are usually organized into chapters and sections, with chapter titles and section headings.

A way of reading textbooks that takes advantage of this organization is the SQ3R Method.

S———SURVEY Quickly look over the chapter title, section headings, and chapter summary to get an idea of what the chapter is about.

Q———QUESTION Go back to the beginning of the chapter; turn the first heading into a question, so you know what you're trying to find out when you're reading.

R———READ Read the section to find the answer to your question.

R———RECITE Tell yourself the answer by taking brief notes for that section in outline form. Write the question on the left side of your paper, the notes on the right.

Repeat the QUESTION, READ, AND RECITE steps for each section of your assignment.

R———REVIEW Cover the right side of your page; ask yourself the questions on the left and answer them. If you can't answer them, go over your notes again.

UNIT VI: VOCABULARY (Literal and Figurative Meanings)

A GAME OF MEANINGS

Directions: One word can have many different meanings. Figure out the meaning of the word ***head*** as it's used in each context in the sentences below. Write each meaning in the blank at the right of each sentence.

REMEMBER: A ***context*** is the setting in which a word is used.

EXAMPLE:

Why is your sister standing at the ***head*** of the stairs? _____

1. Madame Bandernike was the ***head*** of her government in Sri Lanka for more than ten years. _____

2. The drive-in movie charged a dollar and a half a ***head*** for the double feature on Saturday night. _____

3. If you pour a bottle of beer directly into a glass and not along its side, you can create a ***head*** of two or three inches in the glass. _____

4. Regretfully he told his teacher that Chemistry just seemed to be over his ***head***. _____

5. The old man was wearing a battered brown derby on his ***head***. _____

6. They grew more than thirty ***heads*** of lettuce in their garden. _____

7. The usher allowed the mayor to go right to the ***head*** of the line waiting to be admitted to the theater. _____

8. The ***head*** of the Mississippi River lies up in north central Minnesota. _____

LITERAL MEANINGS

The *literal* meaning of a word is one that tells you the exact and often the original meaning of that word.

For example: The literal meaning of the word *head* is:

> The part of a human or animal body at the top, connected to the body by the neck.

READ OVER all of the sentences in "A Game of Meanings" on page 40. Write the numbers of all of the sentences which use the *literal* meaning of *head* in the blank below.

_____

FIGURATIVE MEANINGS

All words have a literal meaning. Many words also have another kind of meaning or meanings. This other kind of meaning is called a *figurative* meaning because it enters our language through a *figure of speech.*

Read the following section carefully and you'll find out (1) what a *figure of speech* is, and (2) what a *figurative* meaning is.

WHAT IS A FIGURE OF SPEECH?

A figure of speech is a way of describing one thing in terms of another thing. For example:

> The highway is a ribbon of concrete across the plains.

The first thing in this sentence, *highway,* is described as another thing: *ribbon of concrete.*

When you say that one thing *is* another thing but actually mean that it's *like* another thing, this figure of speech is called a *metaphor.* Metaphors are the most frequently used figures of speech in our language. We use them all the time, often without even being aware of it.

Three examples of metaphors:

1. *The night* is a *blanket of darkness.*

2. *The moon* is a *great white balloon* in the evening sky.

3. Her *eyes* are *pearls.*

Another very common figure of speech is called a *simile*. A simile is a metaphor in which the word *like* is actually written in the sentence to show the comparison being made.

Three examples of similes:

1. The night is *like* a blanket of darkness.

2. The moon is *like* a great white balloon in the evening sky.

3. Her eyes are *like* pearls.

WHY DO WE USE FIGURES OF SPEECH?

We use figures of speech in talking and writing to help make our language more effective at communicating what we are trying to say. When words don't quite say what we mean, we can use a figure of speech to get across a more exact meaning. Figures of speech are particularly helpful in communicating descriptions and feelings.

WHAT IS A FIGURATIVE MEANING?

A *figurative* meaning is one that has come into our language through the repeated use of a figure of speech. When a metaphor or simile is used often enough by enough people, the comparison being made eventually sticks to the word and becomes another one of its meanings.

Look at the following example to see how this works.

1. The *literal* meaning of the word *head* is: the part of the body atop the neck.

2. People used the following simile:

   The chief is like the head of the tribe.

   Or the following metaphor:

   The chief is the head of the tribe.

3. Eventually the meaning from the figure of speech became attached to the word *head* even when the metaphor or simile was no longer there. Then the word *head* took on the figurative meaning of *leader*.

Thus, a FIGURATIVE MEANING is a meaning of a word that originally came from a figure of speech. This figure of speech was used so much that a new meaning became attached to the word in addition to its literal meaning.

As you can see with the word *head*, a word can have many figurative meanings. How many different figurative meanings does the word *head* have in "A Game of Meanings" on page 40? Write your answer in the blank below.

_____

EXERCISE I

Directions: Read the sentences below. Decide if the underlined word in each sentence is being used with a *literal* or a *figurative* meaning. If literal, write an L in the blank at the right of the sentence. If figurative, write an F in the blank.

Example:
Susan was glad that she had such a good *head* for mathematics. _____

1. The old man liked to tell himself that he had entered the *winter* of his life. _____

2. After the storm, the yard was covered with a *mountain* of snow. _____

3. They planted the *garden* at the end of April. _____

4. Charity flows from the *milk* of human kindness. _____

5. *Summer* would always be her favorite season. _____

6. The room was empty except for a *pair* of gerbils in a cage. _____

7. A wise man once said that the *road* of life is filled with detours. _____

8. An *apple* a day keeps the doctor away. _____

WHY IS IT WORTH KNOWING ABOUT LITERAL AND FIGURATIVE MEANINGS?

Often when you are reading or listening, you'll come across a familiar word used in a way that doesn't seem to make any sense. This confusion usually means that the word is being used with a figurative meaning that's unfamiliar to you.

If you know what figurative meanings are and how they work, this understanding will help you to figure out the figurative meaning of the word from its context, try to look it up in the dictionary, or ask someone else about its meaning.

REMEMBER: A dictionary lists both the literal meaning of a word and many of its figurative meanings. Look up a word like head or foot, and you'll see this at once!

EXERCISE II

Directions: Think of all the figurative meanings that you can for each word listed below; write each figurative meaning on the lines under "Meanings." For each figurative meaning that you come up with, write one sentence using the word with that particular meaning.

1. foot

MEANINGS SENTENCES

1. _____ _____

_____ _____

_____

_____

2. _____ _____

_____ _____

_____

_____

3. _____ _____

_____ _____

_____

_____

4. _____ _____

_____ _____

_____

_____

If you have more than four figurative meanings, write the additional ones on the lines below.

_____

_____

2. eye

MEANINGS	SENTENCES
1. _____	_____
_____	_____
	_____
	_____
2. _____	_____
_____	_____
	_____
	_____
3. _____	_____
_____	_____
	_____
	_____
4. _____	_____
_____	_____
	_____
	_____

If you have more than four figurative meanings, write the additional ones on the lines below.

_____

_____

3. hill

MEANINGS	SENTENCES
1. _____	_____
_____	_____
	_____
	_____
2. _____	_____
_____	_____
	_____
	_____
3. _____	_____
_____	_____
	_____
	_____

If you have more than three figurative meanings, write the additional ones on the lines below.

_____

_____

EXERCISE III

Directions: Write two figurative meanings for each word listed below. Then write a sentence using each figurative meaning in a correct context.

1. ear

MEANINGS	SENTENCES
1. _____	_____
_____	_____
	_____
	_____
2. _____	_____
_____	_____
	_____
	_____

2. road

MEANINGS	SENTENCES
1. _____	_____
_____	_____
	_____
	_____
2. _____	_____
_____	_____
	_____
	_____

Turn to page 48.

3. root

MEANINGS	SENTENCES
1. _____	_____
_____	_____
	_____
	_____
2. _____	_____
_____	_____
	_____
	_____

UNIT VI SUMMARY: VOCABULARY (Literal and Figurative Meanings)

A *literal* meaning is one that tells you the exact and often the original meaning of a word.

A *figurative* meaning is one that enters our language through the use of a *figure of speech*.

A figure of speech is a way of describing one thing in terms of another thing. For example:

The *moon* is a *silver apple* in the sky.

The first thing in the sentence, *moon*, is described as another thing: *silver apple*. This kind of figure of speech is called a *metaphor*. In a metaphor, you say that one thing *is* another thing but actually mean that it's *like* another thing.

Another kind of figure of speech is a *simile*. In a simile, you include the word *like* when you say that one thing is like another.

Example of a metaphor: The *night* is a *blanket of darkness*.

Example of a simile: *The night* is *like* a *blanket of darkness*.

A *figurative* meaning of a word is one that has come into our language through the repeated use of a figure of speech. This metaphor or simile was used so much that a new meaning became attached to the word.

Example of how a word gets a figurative meaning:

1. The *literal* meaning of the word *head* is: the part of the body atop the neck.

2. People used the following figures of speech:

   The chief is like the head of the tribe.

   The chief is the head of the tribe.

3. Eventually the meaning from the figure of speech became attached to the word *head* even when the metaphor or simile was no longer there. Then the word *head* took on the figurative meaning of *leader*.

UNIT VII: HOW DO *YOU* STUDY?

INTRODUCTION

In the first unit of this Program, study was defined as anything that you do that involves learning. Study can be reading, listening, watching, thinking, or doing. In this unit, you are going to look at how *you* study, particularly when you are doing school work. Also, you will find suggestions that can help you learn to study more effectively.

STUDY ENVIRONMENT

Your environment is everything that surrounds you. Your *study environment,* then, is what surrounds you when you study.

Directions: Answer the questions below, and you'll develop a picture of *your* study environment.

1. Where do you usually study at home? _____

_____

2. What can you see around you when you're studying? _____

_____

3. What can you hear around you when you're studying? _____

_____

4. Where do you keep your supplies (books, paper, pens and pencils, etc.) for studying? _____

_____

5. Where do you study at school? _____

_____

6. Is there anywhere else that you study? If so, describe it. _____

_____

_____

WHAT IS A GOOD STUDY ENVIRONMENT?

People learn in many different ways. We are all individuals and have our own ways of doing things. So what is a good study environment for one person may be different from that of another person. However, there do seem to be some parts of a study environment that are good for *most* people.

Can you describe what these parts are? In the spaces below, list what you think are *two* parts of a good study environment.

1. _____

2. _____

Description of a Good Study Environment

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

HOW WOULD YOU RATE YOUR STUDY ENVIRONMENT AT HOME?

Circle the word that best describes *your* study environment at home.

poor fair good

SUGGESTIONS FOR CREATING A GOOD STUDY ENVIRONMENT

1. Choose a place at home for studying where you feel comfortable, and study in that place. If you have your own room, that's probably the best place. If not, choose a place to work where you will be interrupted by other people as little as possible.

2. When you study, try to remove things that will catch your attention and distract you. TV is very distracting and will take your attention away from what you're trying to learn. So will windows if you sit in front of one. The less distractions that you can see, the more effective your learning will probably be.

3. Noise is also a powerful distraction. Try to make your study place as quiet as possible. Ask people not to talk to you when you're studying. If you usually study with music on, try working without it for a week. You may discover that you can learn better without it.

4. If it's hard for you to find a place at home where you can study, ask your family to help you. Tell them that you're trying to study and that you need to reduce the distractions around you as much as possible. Ask them to help you create a good study environment for the time you need to do your work.

5. Some people can study even if they are surrounded by distractions. These people have learned to concentrate on what they are doing and ignore everything else. Find out how well you can do this. Can you do some of your work in school during study halls? Can you study on the bus? Sitting outside in the sun? Early in the morning before breakfast? Discover where and when you can study effectively!

EXERCISE I

Directions: Each of the "stories" below describes one method that a person uses as part of his or her studying. Read each "story" and decide whether you think the method used is *good*, *fair*, or *poor*. Write one of these three words in the blank below each "story."

1. Karen sat down at her desk after dinner and started to think about what she had to do tonight. "Well," she said to herself, "I have to read three pages about decimals in my math book and then do problems 1-10. For history I have to read the first ten pages in chapter three, the one about the first colonies. Okay, well, the math will take about forty-five minutes, and the history will take, oh, maybe half an hour at the most. Then I can call up Deirdre or listen to music. Or maybe Russ will call me. Or maybe I'll call him!" She opened her math book and started to read.

_____

2. Roger opened his science book to page 34 and started to read with the very first word on the page. He was in a hurry, so he didn't bother even to look at the chapter title or any of the headings. "Gravity is a force . . . " he read, and his eyes kept following the words down the page. Soon, however, his thoughts began to wander away from what he was reading. What was the name of that new girl in his science class? he wondered. And where had she moved here from? Was she ever cute! But would she even talk to him? Well, he could just go up to her and say hello. Five minutes later he'd finished the first section of the chapter and put the book down on his knee. He wanted to rest for a minute before he went on.

_____

3. It was ten minutes to nine, and Jack had reached the last page of his history reading. One more page about the American Revolution, he thought, and I'll be done. The American Revolution wasn't bad, but he really wanted to watch TV at nine. There was a really good football game on. Quickly his eyes raced down the last two columns of print. When he reached the end, he yelled, "Hooray!" and tossed the book on his bed. He raced downstairs and switched on the television.

_____

SUGGESTIONS FOR HOW TO STUDY

1. How do you begin to study?

   Before you start to study, ask yourself what you want to accomplish in this study session. Set goals for how long it might take you to do each part of your work. Be sure that your goals are realistic for you. Also, plan to do your hardest work first when you're most alert.

   Why? If you know what you want to get done and about how long it will take, you can work more efficiently to meet your goals.

2. How do you start an assignment in which you want to learn new material?

   Quickly tell yourself what you already know about the subject of your assignment. Then ask yourself: what do I want to find out about this topic? What am I trying to learn about it?

   Why? Having questions in mind that you're trying to answer will help you to be more actively involved in your studying. It will also help you to concentrate better on what you're doing.

3. What do you do when you finish an assignment?

   When you finish studying something, briefly go over what you've just learned. Talk to yourself about it; imagine that you're explaining it to someone else. Or actually find someone to whom you can explain it.

   Why? Briefly going over what you've just learned will help you to remember it more effectively.

EXERCISE II

Directions: Follow the same directions as for Exercise I. Rate each of the methods of study described in the "stories" below as *good, fair,* or *poor.*

1. Sheila liked to work on Algebra problems with friends, Gail and Ellen. She found that talking about the problems helped her to understand them better. Besides it was a lot more fun than sitting by yourself. Tonight, however, she had to write a composition for English. Gail and Ellen wanted to get together while they were writing. Sheila wanted to go, but she knew that she never got any writing done unless she was alone. Finally she decided to go, but her prediction was accurate. They spent most of the evening talking, and Sheila had to write her composition very hastily when she got home.

_____

2. On the second day of school Lisa had her first homework assignments for the year. Oh boy, she thought, they couldn't even wait until next week to start piling it on. This year, she resolved, I'm going to start my homework right after dinner and get it done then, so I can do what I want to later on. Every night I'll start at the very same time, she assured herself.

   When she excused herself from the table after dinner, Lisa rushed upstairs and put her books on the table. But before she began, she decided that she just had to call her friend, Maryann. One call led to another, and then her brother yelled up for her to come down and watch a show on TV for an hour. At ten minutes to ten, she finally returned to her room and had to rush to do at least some of her homework before she went to sleep.

_____

3. Tom had more than two hours of homework, he had figured. If he had to sit still for more than two hours and read and write, he would certainly go crazy. He decided to work out a schedule for himself. He would work for half an hour and then relax for ten minutes, shoot some pool or listen to music or something. Then he'd start working again. And he'd keep that schedule until he was finished with his homework.

_____

MORE SUGGESTIONS FOR HOW TO STUDY

1. When is it best to study alone, and when is it good to study with others?

   To answer this question, you'll have to look carefully at how *you* learn. Most people need to study alone when they're reading and writing. Some people like to do problems and study for tests by themselves as well. Others work well with friends and learn a great deal this way. The key is to be aware of *what you're really doing* when you study. If you're studying with friends but you're not getting enough work done, then you need to do more by yourself.

2. When is the best time to study?

   This depends on *you*. When are you most awake and alert? Try to do your studying at that time. It's helpful to most people to have a definite time for studying and to start working at the same time each day.

   Why? If you start studying at about the same time each day, you can make a *habit* of it. A *habit* is something that you do automatically, without a lot of effort. If you make starting to study into a *habit*, then you'll find it much easier to get your work done.

3. How long should you study before taking a break?

   For most people 25-45 minutes is the best length of time for studying before taking a break. Then rest for 5-15 minutes, or do something you enjoy! If you've studied well, reward yourself. Stretch, walk, talk, listen to music, shoot baskets, or do something that you like to do. Then go back to your studying.

   Why? If you mix periods of studying with shorter periods of relaxing, you'll be able to pay attention and learn more effectively.

UNIT VII SUMMARY: HOW DO YOU STUDY?

Your *study environment* is everything that surrounds you when you study. What's in your study environment can have an important effect on your learning.

Be aware of *your* study environment.

1. Choose a place at home to study where you feel comfortable, and study in that place.

2. Try to remove as many distractions as you can from your study environment. A distraction is anything that takes your attention away from your studying.

When you are studying, try to use the following methods:

1. Set goals for how much you want to accomplish during each study session. Try to give yourself an idea of how long you think each assignment will take.

2. When you start an assignment, quickly tell yourself what you already know about it. Then ask yourself: what am I trying to learn about this?

3. When you finish an assignment, go over what you've just learned. Tell yourself about it as if you were telling another person.

4. Figure out what kinds of studying you do best alone and what you can do well with other people.

5. Find out when you are most awake and alert. Then, use that time for studying.

6. Try to study for 25-45 minutes at a time. Then, take a break for 5-15 minutes before you start again. If you've studied well, reward yourself during the break by doing something that you enjoy.

UNIT VIII: IMPROVING YOUR MEMORY

EXERCISE I

Directions: Below is a list of ten words. Read through the list only *once*. Then cover it up with your hand. How many words from the list can you remember?

Write the number of words that you remembered in the blank at the right.

_____

LIST A

1. baseball
2. earring
3. towel
4. popcorn
5. awning
6. bucket
7. separation
8. tree
9. landslide
10. building

Most people can't remember more than half of a list of ten words like the one above. But there's a simple method that you can learn in the next ten minutes that will help you to learn a list like this one easily. It can also help you to learn much longer and more difficult lists, too. This is called the *link method*.

THE LINK METHOD

Below you'll find the directions for how to use the *link method*. Use List B to practice the steps of this method.

LIST B

1. airplane
2. clown
3. tree
4. rug
5. envelope
6. window
7. pail
8. pen
9. sing
10. chair

1. Remember the first word on the list by repeating it several times. Then picture an airplane in your mind.

2. Now you want to *link* the first word, airplane, to the second word, clown. You do this by imagining a *ridiculous picture* in your mind that shows both an airplane and a clown.

   FOR EXAMPLE: a giant clown standing on his hands on the wings of a flying airplane; or a thousand airplanes buzzing all around a clown as tall as the Empire State Building.

   Be sure that you "see" in your mind's eye not the word itself but the object or action that the word stands for. Also, be sure that the image or mental picture you "see" is ridiculous. The more ridiculous it is, the easier it will be for you to remember the words.

   How do you make the image ridiculous?

   a. Use ACTION in your image. Have things moving around or doing something.

   b. Change the PROPORTION of how things are normally seen. Make everything larger than life!

   c. Use EXAGGERATION. See thousands or millions of things!

3. YOU ONLY NEED TO SEE THE MENTAL IMAGE OR PICTURE LINKING THE TWO WORDS *FOR A SECOND*. Then let the picture go away.

4. Once you've ***linked*** the first two words, airplane and clown, then go ahead and ***link*** the second word, clown, with the third word, tree, in the same way. "See" an image in your mind's eye that includes both a clown and a tree. Make the image as ridiculous as possible!

   FOR EXAMPLE: a field of thousands of clowns bouncing up and down on trees as if they were pogo sticks; or a giant clown balancing a tree on the end of his nose.

5. Keep going until you reach the end of the list. ***Link*** each word to the one that follows it with a ridiculous image. (In List B, after airplane and clown, and clown and tree, ***link*** tree and rug, rug and envelope, envelope and window, window and pail, pail and pen, pen and sing, and sing and chair. In all, you will "see" nine different images.) REMEMBER THAT YOU NEED TO "SEE" EACH IMAGE ONLY FOR A SECOND. Then let that picture go away.

6. Now go back and cover up List B with your hand. How many words can you remember? Write the number of words that you remembered in the blank at the right.

   _____

EXERCISE II

Directions: Use the ***link method*** to learn List C. Remember to follow the two basic steps:

1. Link each word with the one following it in a mental picture or image.
2. Make the image as ridiculous as possible.

LIST C

1. basketball
2. lion
3. salami
4. desk
5. star
6. gate
7. nose
8. door
9. truck
10. rock

MNEMONICS

The *link method* is a mnemonic (ne-mon-ik) method. Mnemonics is simply the art of training your memory to work more effectively. Any method that helps you to remember better is a mnemonic method. One such method that almost everyone knows is this simple rhyme:

"Thirty days has September,
April, June, and November."

The rest of this unit will show you three other simple mnemonic methods: peg words, acronyms, and acrostics.

PEG WORDS

Once you've learned a list of words using the *link method,* you would have to go through all the words on that list before remembering any particular word that you wanted to recall. For example, using the *link method,* to remember #7, you'd have to start with #1 and work through the list until you reached #7. However, using *peg words,* you can recall any number on a list without having to recite the whole list before that word.

A *peg word* is simply a word that stands for a number. Usually it's a word that rhymes with its number.

Below is a list of good *peg words* for the numbers 1-10. Go over the list a few times until you've learned the peg words.

one is a *bun*
two is a *shoe*
three is a *tree*
four is a *door*
five is a *hive*
six are *sticks*
seven is *heaven*
eight is a *gate*
nine is a *line*
ten is a *hen*

USING PEG WORDS

Once you know the *peg words,* you can use exactly the same picturing method that you used with *link words.* Use List D below to practice the steps for using *peg words.*

LIST D

1. glass
2. lamp
3. dog
4. tie
5. bus
6. ear
7. doughnut
8. car
9. banana
10. fire

1. Create a picture in your mind that links the first word, glass, with the peg word for one, bun. Remember to make the picture as ridiculous as possible. For example: a thousand glasses each the size of a building, each with a hamburger bun sitting on top.

   Remember to use ACTION, PROPORTION, and EXAGGERATION to make your mental pictures ridiculous!

   Also, remember that you only need to "see" each mental picture for a second. Then, let that picture go away, and go on to the next one.

2. Now go on to the second word, lamp, and the peg word for two, shoe. See a ridiculous picture in your mind. For example: a giant lamp walking and wearing a shoe; or a thousand lamps blinking on and off that all look like shoes.

3. Follow this same method until you've gone through all ten words. (You'll "see" ten pictures in all.) Now cover up the list with your hand. From your memory, write the appropriate words in the blanks below.

   What is #6? _____

   What is #2? _____

   What is #9? _____

   What is #5? _____

EXERCISE III

Directions: Use the *peg word* method to learn List E below. Then check your memory by answering the questions below the list.

LIST E

1. lake
2. map
3. ant
4. ashtray
5. picture
6. matchbook
7. hamburger
8. record
9. leg
10. roof

Cover the list with your hand and answer the questions below.

What is #10?_____

What is #4? _____

What is #1? _____

What is #6? _____

ACRONYMS

An acronym is a word that is made by taking the first letter from each word that you want to remember and making a new word from all of those letters. For example, if you wanted to remember the names of the Great Lakes, you could learn the acronym HOMES.

Huron
Ontario
Michigan
Erie
Superior

Or, if you wanted to remember how to make your mental pictures ridiculous when you use the *link word* or *peg word* methods, you could learn the acronym APE.

Action
Proportion
Exaggeration

Another useful acronym is one that can be used to help you remember the colors of visible light in the spectrum and the order in which they appear: ROY G BIV.

Red
Orange
Yellow

Green

Blue
Indigo
Violet

The words *awol* and *snafu* are common acronyms. Do you know what the letters stand for?

awol _____

snafu _____

Do you know any other acronyms?

ACROSTICS

An *acrostic* is a sentence which is made by taking the first letter from each word or symbol that you want to remember and then inserting another word beginning with that same letter. For example, to help you remember the lines on a musical staff, the acrostic is:

Every good boy does fine.

E——Every
G——good
B——boy
D——does
F——fine

Do you know any other acrostics?

OTHER MNEMONIC METHODS

These are four simple mnemonic methods; there are many others, including methods that you can use to help you remember names and numbers, errands and appointments, and many other different kinds of information.

If you want to learn more about mnemonic methods, find a book in your school or public library that will explain them to you. Then all you need to do is practice! (One such book is *The Memory Book,* by Harry Lorayne and Jerry Lucas.)

UNIT VIII SUMMARY: MEMORY

A mnemonic (ne-mon-ik) method is any method that helps you to remember more effectively. The four mnemonic methods explained in this unit are the following:

1. LINK WORDS

   Link each word with the one following it in a mental picture. Make the picture as ridiculous as possible.

2. PEG WORDS

   Learn the peg words for the numbers 1-10 (page 61). Then link each word with the peg word for its number by "seeing" a ridiculous mental image that includes both of those words.

3. ACRONYM

   An acronym is a word that is made by taking the first letter from each word that you want to remember and making a new word from all of those letters.

4. ACROSTIC

   An acrostic is a sentence which is made by taking the first letter from each word or symbol that you want to remember and then inserting another word beginning with that same letter.

UNIT IX: PREPARING FOR AND TAKING TESTS: OBJECTIVE QUESTIONS

INTRODUCTION

There are two kinds of test questions that you will be asked to answer in high school. These are OBJECTIVE questions and ESSAY questions. Sometimes you will have tests that include only one kind of question, either OBJECTIVE or ESSAY; you will also have tests that include both kinds of questions.

This unit will deal with OBJECTIVE questions as well as some general suggestions for how to prepare for any test. Unit XI will deal with ESSAY questions.

WHAT ARE OBJECTIVE QUESTIONS?

OBJECTIVE questions usually try to find out if you know facts or other kinds of specific information; they may also test more general understandings. Usually there is *one right answer* to an OBJECTIVE question, and the answer is *not* an opinion.

OBJECTIVE questions usually do not require very much writing in their answers. You may be asked to write a word or two in a blank or even a few sentences. More often, though, OBJECTIVE questions only ask you to pick a letter, word, or number.

The most frequently used kinds of OBJECTIVE questions are:

1. MULTIPLE CHOICE
2. MATCHING
3. SHORT ANSWER
4. TRUE/FALSE

WHAT CAN YOU LEARN ABOUT OBJECTIVE QUESTIONS THAT WILL BE HELPFUL?

There are *methods* that you can learn to use that can help you with each kind of OBJECTIVE question listed above. These methods are not a substitute for studying and learning the material on which you will be tested. However, they can help you to use what you do know more effectively when you're taking a test.

MULTIPLE CHOICE

Multiple choice questions ask you to choose the right answer from a number of possible answers.

This is one of the most frequently used kinds of questions, and it can be tricky. The method described below is one good way to go about answering multiple choice questions.

How To Answer Multiple Choice Questions

1. First read the question carefully.

2. Try to anticipate the answer in your mind *before* you start to look at the choices.

3. Read the choices given, and try to find the right answer.

4. Even if you're sure that the first or second answer is right, read over all the others just to be certain. They may all be correct, and the last choice may be "all of the above."

   REMEMBER: Be certain to consider all of the choices given.

5. If you don't know which answer is right after you've read all of them, then try this:

   First, cross off all of the choices that you know to be *wrong*. Usually this will leave you with only two possible choices. Then pick the one you think is best.

   If you have no idea which answer is right, GUESS (unless your teacher tells you not to do that).

EXAMPLE:

When people are in high school, they are (A) 18 (B) 16 (C) 15 (D) 17 (E) all of the above years old. _____

EXERCISE I: Multiple Choice

Directions: Answer each of the following questions by writing the letter of the correct answer in the blank at the right.

1. How many states have capital cities? (A) 50 (B) half (C) 48 (D) most (E) a lot. _____

2. Human beings are, according to taxonomic groupings: (A) insects (B) crustaceans (C) animals (D) plants (E) none of the above. _____

Turn to page 68.

3. The Los Angeles Dodgers are a team that plays (A) chess (B) tennis (C) soccer (D) jacks (E) none of the above. _____

4. People first started to watch a lot of television in (A) 1899 (B) the 1950s (C) 1776 (D) the 1920s (E) 1964. _____

5. George Washington's false teeth were made of (A) soap (B) plastic (C) wood (D) aluminum foil (E) iron ore. _____

6. Anyone born in the United States of America can legally be (A) an American citizen (B) male or female (C) a doctor (D) President (E) all of the above. _____

7. The best method to use with multiple choice questions is to (A) guess a lot (B) pick the first answer that seems right (C) read through all of the choices and pick the best one (D) start with the last question and work backwards (E) put down A for all of them. _____

MATCHING

Matching questions usually give you *two* lists of information and ask you to connect them with each other in some way.

Read the directions carefully. Then, use *a process of elimination* to answer the question.

1. Do the ones you know first, and cross them off.

2. Then do the best you can with whatever ones are left.

EXAMPLE:

Directions: Write the number of the animal in the blank before the word which names a part of that animal.

1. dog	_____ hands
2. horse	_____ wings
3. bird	_____ spinnerets
4. spider	_____ paws
5. human being	_____ mane

EXERCISE II: Matching

Directions: Write the number of the city in the blank before the state in which that city is located.

1. Chicago	_____ Maine
2. New York	_____ Texas
3. Boise	_____ Louisiana
4. Tulsa	_____ Illinois
5. New Orleans	_____ California
6. Bangor	_____ Idaho
7. Houston	_____ New York
8. Sacramento	_____ Oklahoma

SHORT ANSWERS

With SHORT ANSWER questions, you need to know the answer, as there are no choices given to you. However, if you don't know the exact answer but do know something related to it, write down what you *do* know. You may get partial credit for it. Also, *guess* if you don't know the answer, unless your teacher tells you not to do so.

EXERCISE III: Short Answer

Directions: Fill in the blank with the right answer.

1. There are _____ whole numbers between one and ten, not including one or ten.

2. How did the first Europeans get to America?

_____

3. Americans drive on the _____ side of the road.

TRUE/FALSE QUESTIONS

True/false questions are statements which you are asked to judge. Are they true or false?

True/false questions may seem easy, but they can also be very tricky and difficult. The single most important point to remember in doing these questions is this: for a statement to be true, it must be entirely true.

Be careful with statements that have one true part and one false part. IF ANY PART OF A STATEMENT IS FALSE, THEN IT IS A FALSE STATEMENT.

Also, be careful with statements that include the words *all, always, only,* or *never.* They are often false.

EXAMPLE:

Directions: Write true or false in the blank following each statement according to your judgment of its truth.

1. All statements that have the word never in them are false. _____

2. The sun is bigger than the moon, and the moon is bigger than the earth. _____

EXERCISE IV: True/False Questions

Directions: Each of the twelve statements below deals with suggestions for preparing to take tests or for taking objective tests. Read them carefully; then mark them true or false.

1. It's helpful to know what kind of test your teacher is going to give you. _____

2. Teachers almost never give clues beforehand about what's going to be on a test. _____

3. People learn most efficiently by studying for one long period of time the night before a test. _____

4. The best way to study is to re-read your notes and assignments. _____

5. It's very helpful to try to anticipate what questions your teacher will ask you on the test and then tell yourself the answers to those questions when you're studying. _____

6. A good way to relax for a test is to watch the late show with your friends, or get a good night's sleep. _____

Turn to page 71.

7. Students who worry a lot about tests always do better. _____

8. You should begin to answer the first question on the test right after you read it. _____

9. Read all of the directions on the test carefully; then follow them exactly. _____

10. Guess whenever you don't know the answer unless there's a penalty for guessing. _____

11. Do the hardest questions first. That way you'll get the hardest questions out of the way. _____

12. Don't second guess yourself when going over your answers. Trust your first judgment unless new information comes up. _____

ANSWERS FOR EXERCISE IV: TRUE/FALSE QUESTIONS

Suggestions For Preparing For Tests

1. TRUE Yes, it's very helpful to know what kind of test you are going to have. If you know what kind of test you'll have, you'll be better able to study for it.

2. FALSE Not true! Teachers often give clues about what they think is most important, and what they think is important is usually what you'll need to know for a test. Pay close attention to what the teacher says in the classes just before the test.

3. FALSE No, people don't learn best this way. You can learn more by studying for several shorter periods of time rather than one long one. If possible, study for some time on each of the several days before the test; don't wait until the last night.

4. FALSE Don't just re-read! When you study, ask yourself questions and then answer them. If you can't answer them, then look up the answer. Study actively!

5. TRUE Yes! Try to anticipate what questions your teacher will ask you, and then tell yourself the answers. You'll be surprised at how good you can get at this!

6. FALSE Get a good night's sleep before a test. Be as physically ready as you would be for a sporting event. (But don't try to watch the late show that night!)

7. FALSE Not true! Worrying won't help you. Both when you study and when you take the test, try to relax. Don't worry; do the best you can!

Suggestions For Taking Objective Tests

8. FALSE No, don't start answering right away. First, look over the *entire test*. Know how much time you have to finish it, and how much time you want to give to each question or set of questions.

9. TRUE Yes! Read all directions carefully; follow them exactly.

10. TRUE Yes! Guessing can't hurt your score, unless there's a penalty for guessing. And you may guess the right answer!

Turn to page 73.

11. FALSE No, don't do the hardest questions first. Rather, do the questions you know best first. Also, if you don't know the answer to a question, don't spend a lot of time puzzling over it. Go on to the next question, and come back to the difficult one later if you have time.

12. TRUE Yes! When going over your answers, trust your first judgment unless new information comes up to convince you that your first answer is wrong. Don't second guess yourself.

UNIT IX SUMMARY: PREPARING FOR AND TAKING TESTS:

OBJECTIVE QUESTIONS

Objective questions usually have one right answer which is not a matter of opinion.

There are four main kinds of objective questions; you can learn methods for answering them which will help you on a test.

The four main kinds of objective questions are:

1. Multiple Choice Read the question carefully. Try to think of the answer before you look at the choices. Read all of the choices given. If you don't know the answer after you've read the choices, cross off the choices you know to be wrong. Pick the most sensible one that remains.

2. Matching Do the ones you know first, and cross them off. Then, do the best you can with whatever ones are left.

3. Short Answer If you don't know the exact answer, write down anything you do know that's related. You may get partial credit.

4. True/False Read the statements very carefully. Remember that all parts of a statement must be true for it to be true.

UNIT X: ORGANIZING THE PARAGRAPH

THE PARAGRAPH DETECTIVE (Part I)

Directions: Each of the two paragraphs below has *one* major error or weakness in the way it's written. Read each paragraph carefully and describe in a few words what you think is wrong with it on the lines below that paragraph.

A. (1) It developed from a mixture of country-western music, played by whites, and black rhythm and blues. (2) Teenagers first heard the records on the radio, liked the lively beat of the music, and started to buy them. (3) One of the biggest attractions of the new music was the way you could dance to it. (4) The performers were mostly young men in their late teens and early twenties, people like Chuck Berry, Little Richard, Bill Haley, and Buddy Holly. (5) The singer who became the most famous and successful was Elvis Presley, who was a genuine sensation for many years. (6) By the end of the nineteen fifties he had sold $120 million worth of records.

_____

_____

_____

B. (1) Many people don't like cold winters, but I think they're great because of all the winter sports I enjoy. (2) Where we live, winter starts in November and lasts at least until March. (3) Often the temperature stays below the freezing point for weeks on end. (4) When that happens, all of the ponds and streams freeze over with a thick layer of ice. (5) Also, when snow falls, it usually stays around until spring comes to melt it away.

_____

_____

_____

WHAT IS A PARAGRAPH?

The first basic building block of good writing is the *complete sentence.* The second one is the *paragraph.*

A *paragraph* is a group of sentences which are organized around one main idea and which work together to explain, describe, or discuss that idea.

REMEMBER: A good paragraph has only *one* main idea.

Once you've learned to write good paragraphs, you have the key skill to do any kind of writing that you will ever want to do.

WHAT ARE THE ELEMENTS OF A GOOD PARAGRAPH?

A. TOPIC SENTENCE

A *topic sentence* is a sentence which clearly tells the reader what the paragraph is about. It expresses what the main idea or topic of the paragraph is. Usually it's the first sentence in the paragraph. (Look at the Example Paragraph on page 76. The first sentence is the topic sentence.)

EXERCISE I

Directions: On the lines below, write a good topic sentence for paragraph A on page 74.

_____

_____

_____

B. SUPPORT

The topic sentence gives the main idea of the paragraph. All of the other sentences in the paragraph should give details and examples that describe, back up, or explain the main idea. This giving of details and examples is called *support.* (In the Example Paragraph on page 76, see how all of the sentences tell you more about the topic sentence.)

Turn to page 76.

EXERCISE II

Directions: Write 2 sentences that give *support* to the topic sentence in paragraph B on page 74.

1. _____

_____

_____

2. _____

_____

_____

EXAMPLE PARAGRAPH

Working as a golf caddy is the best job I've ever had. I've met a lot of interesting people and have also learned a great deal about the game of golf. Once I actually had the chance to caddy for a pro who has won five major tournaments. Caddying is always outdoor work which I really appreciate, particularly on beautiful summer days. The job provides me with a lot of exercise, too. Walking the golf course several times a day can easily add up to twenty miles or more. Finally, the pay is good, and there are some excellent fringe benefits, like tips and gifts of old golf equipment.

THE PARAGRAPH DETECTIVE (Part II)

C. (1) I first learned to like camping in the mountains the summer I worked in Wyoming. (2) Every Friday afternoon while I was there Mr. Crenshaw would drive me and at least one of the other guys up to the end of High Valley Road. (3) You might have seen that road on tv because they once filmed a cigarette commercial up there with a lot of fake cowboys. (4) Then we'd hike in following the Little Muddy Creek Trail until we reached the shores of Beaver Lake. (5) It was a tough climb at first, particularly with a full pack on my back. (6) My pack is a Gerry Mountaineer, green with red stripes. (7) But as the summer went on, I got used to the weight and became a better climber as well. (8) After about three hours of climbing, we'd reach the lake and make camp. (9) Then we would have that night, all day on Saturday, and Sunday morning before we had to climb back down to the road. (10) The time I spent up there in the mountains swimming, hiking around, cooking my own food, and just being alone in the wilderness was the best part of my summer. (11) I like hot dogs and beans a lot.

_____

_____

_____

D. (1) There are many ways to bake bread, but the method I use is called the No Failure Method because you can't go wrong if you follow the directions. (2) First you mix the yeast, honey, milk, water, and half of the flour. (3) Beat this mixture together well, and then let it rise in a warm place for one hour. (4) Then you add the oil and the other half of the flour. (5) Roll the dough into a ball, and knead it for at least ten minutes. (6) Let it rise twice, each time for another hour. (7) Then fashion the dough into loaves, and bake them at 350 degrees for 45 minutes. (8) When you knead the dough, make sure to work it all together thoroughly. (9) Don't put in too much oil, or the bread will taste greasy. (10) Be sure to use water and milk that's warm but not hot to the touch.

_____

_____

_____

WHAT ARE THE ELEMENTS OF A GOOD PARAGRAPH? (cont.)

C. UNITY

The word *unity* means oneness, that different things are all part of the same larger thing. *Unity* in a paragraph means that all of the ideas and information in that paragraph are directly related to the main idea expressed in the topic sentence. (The Example Paragraph on page 76 has unity. We call it a *unified* paragraph.)

EXERCISE III

Directions: On the line below, write the numbers of the sentences in paragraph C on page 77 which don't have *unity* with the rest of the paragraph.

_____

D. COHERENCE

The word *coherence* means sticking together. In a paragraph, *coherence* means that each sentence should "stick" to the sentence that comes before it; that is, each sentence should follow the previous one in a way that makes sense. (The Example Paragraph on page 76 has *coherence;* we call it a *coherent* paragraph.)

EXERCISE IV

Directions: On the line below, write the numbers of the sentences in paragraph D on page 77 which are not *coherent* with the rest of the paragraph.

_____

UNIT X SUMMARY: ORGANIZING THE PARAGRAPH

The two basic building blocks of good writing are the *complete sentence* and the *paragraph*.

A *paragraph* is a group of sentences which are organized around one main idea.

The elements of a good paragraph are:

1. Topic sentence	A sentence which clearly states what the paragraph is about, usually placed at the beginning of the paragraph.
2. Support	Details and examples that describe, back up, or explain the topic sentence.
3. Unity	All of the sentences are directly related to the main idea expressed in the topic sentence.
4. Coherence	Each sentence follows the one before it in a way that makes sense.

UNIT XI: ORGANIZING THE PARAGRAPH (cont.) AND ANSWERING ESSAY QUESTIONS

A WAY TO ORGANIZE PARAGRAPHS

Writing good paragraphs begins with organizing your ideas. This is a skill that you can learn. The method of organizing your ideas described below can help you to express your ideas and feelings in writing more clearly and effectively.

Here are six steps for organizing a paragraph.

1. First, *think* about what you want to say. Ask yourself: what are the ideas and/or feelings that I want to communicate?

2. Ask yourself: what is the *main idea* of this paragraph? Think about what the possibilities are. Then, decide what the *main idea* is and jot it down on a piece of paper.

3. Then, write down a few words about each detail and example that you want to include in the paragraph. This will give you an *outline* from which to write.

Example Outlines

(A) main idea
   1. detail
   2. detail
   3. detail

(B) why take vacations in Canada
   1. mountains—climbing, skiing
   2. lakes—swimming, boating
   3. big cities—Toronto, Montreal, Vancouver
   4. French Canadian culture—Quebec

Or you can write down your ideas and examples in a *mapping* form.

Example of Mapping

4. Take your main idea and write it as a *topic sentence*.

Example of a Topic Sentence

There are many good reasons for taking your vacation in Canada.

5. Then write the rest of your paragraph, working from the outline that you made before. Be sure to include all the details and examples from your outline in your paragraph.
6. Read over what you've written and check for *support, unity,* and *coherence.* If your paragraph doesn't say what you want it to say, then rewrite it.

EXERCISE I

Directions: Write an outline for a paragraph describing what you think you'll be like when you're 21 years old. Include at least *three* details.

main idea _____

_____

detail 1. _____

_____

detail 2. _____

_____

detail 3. _____

_____

detail 4. _____

_____

detail 5. _____

_____

detail 6. _____

_____

ANSWERING ESSAY QUESTIONS ON TESTS

The method you've just used to organize a paragraph is also effective when you answer an essay question on a test. As you read through the rest of this unit, you'll see how you can use this method on essay tests.

WHAT IS AN ESSAY QUESTION?

An essay question asks you to write a composition of at least one paragraph and often several paragraphs during the test time itself.

Essay questions usually ask you to organize your ideas and understandings and to write them in an orderly way. Essay questions usually focus on ideas and understandings, not on facts. However, it's often useful to include facts in your essays when the facts help to prove your points.

Three examples of essay questions:

1. Explain the process of river erosion.

2. Compare and contrast the two main characters in *The Last of the Mohicans,* by James Fenimore Cooper.

3. Discuss the American space program in the 1960s and how it affected our lives.

A METHOD FOR WRITING ANSWERS TO ESSAY QUESTIONS

Before You Start to Answer

1. Before you take a test, you can help yourself to prepare for it if you know that you'll be asked to write essays. So, be sure to find out how you will be tested.

2. When you study, try to anticipate the essay questions that your teacher will ask. Ask yourself: what does he or she think is really important in this chapter or unit? How will he or she ask about this? Then, think about how you would answer those questions; tell yourself the answers. You'll be surprised to find out how good you can get at figuring out the questions ahead of time.

3. When you first get the test, read the directions carefully. If you have a choice of questions, read *all* of the questions first. Then choose the ones you can best answer.

4. Plan to give a certain amount of time to each question based on how much that question is worth.

5. Start working on the question that you can do best (but be careful not to spend too much time on it).

REMEMBER: Spending a minute or two at the start of your test to plan your time is well worth it. Planning your time can help you to make sure that you answer all of the questions.

How To Start

To write an essay on a test, you can use exactly the same method you used to organize and write a paragraph. You will have to work more quickly on a test, but you can follow the same steps.

1. First THINK about what you want to say about the question.
2. Then, JOT DOWN a brief outline of your answer.
3. Then, WRITE your answer.

Example of an Outline for an Essay Answer:

I. Amer. space program in 60s
   A. Unmanned rockets
   B. Astronauts in orbit
   C. Landing on moon

II. How it affected our lives
   A. excitement about space, competition with Russians
   B. "space age products"— computers, teflon, etc.
   C. idea of space stations

EXERCISE II

Directions: Write an outline like the one above for the following essay question.

Describe two reasons why the place where you live either is *or* is not a good place to live.

How To Use Your Time

Try to divide the time you give to each question in the following way:

Thinking and outlining	15-25%
Writing the essay	65-75%
Reading over and correcting your essay	10-15%

For example, if you have 20 minutes to write an essay, you could divide your time as follows:

Thinking and outlining	5 minutes
Writing the essay	13 minutes
Reading over and correcting your essay	2 minutes

REMEMBER: When a teacher grades an essay, more does *not* mean better. A shorter but well-organized and well-written essay will almost always earn a higher grade than a longer one which is sloppy and disorganized.

WHAT WORDS ARE USED TO ASK ESSAY QUESTIONS?

Essay questions usually begin with a key word which tells you what kind of answer is expected. You need to know what this key word means to answer the question well. Below you'll find a list of words often used to ask essay questions.

1. evaluate _____
2. summarize _____
3. compare _____
4. contrast _____
5. explain _____
6. describe _____
7. discuss _____
8. criticize _____

MORE SUGGESTIONS FOR WRITING ESSAYS

1. Use a clear, direct introduction which answers the specific question asked.

2. Stick to your topic. Only answer what the question asks. Don't put in all that you know about the subject unless the question calls for that.

3. Be sure to give both general ideas and details in your essay.

4. If you don't know the entire answer but must do a question, start writing what you do know. At least you may get partial credit, and the rest of the answer may come to you while you write.

5. Answer in outline form if you lack the time to write out your answer as an essay. You may get partial credit for showing what you know about the question.

WHAT SHOULD YOU DO WHEN A TEST IS RETURNED TO YOU?

There are several ways that you can learn from a test that's been corrected and returned to you. Can you name two of them?

1. _____

_____

2. _____

_____

UNIT XI SUMMARY: ORGANIZING THE PARAGRAPH (cont.) AND ANSWERING ESSAY QUESTIONS

You can use the same method for organizing and writing paragraphs *and* answers to essay questions on tests. You'll have to work more quickly when you're taking a test, but the method is well worth using.

Below are the steps in the method:

1. First, think about what you want to say.

2. Write down the main idea of the paragraph; then jot down the details and examples that you want to include under it. This will give you a working outline.

3. Take your main idea and write it as a *topic sentence*. Then, using your outline as a guide, write the rest of the paragraph.

4. Read over what you've written and check for support, unity, and coherence.

Essay questions usually ask you to organize ideas and understandings and to write them in an orderly way. It's also good to include important facts in your essays when the facts serve to prove your points.

UNIT XII: USING YOUR TIME

ASSIGNMENT BEFORE CLASS

Write down on this sheet everything that you do during the course of *one* average school day. Also, write down the time of day of each activity, and for how long you did it. See the Sample Record of an Average School Day on the next page for an example of how to do this.

Keep track of the following:

1. type of activity
2. time of day
3. amount of time spent on each activity

★ ★ ★ ★ ★ ★

RECORD OF AN AVERAGE SCHOOL DAY

Date _____ Day of the week _____

Time	*Activity*

Continued on the next page.

Time	*Activity*
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

How much time was given to each?

In school _____ Jobs _____ Homework _____ Activities _____

Sports_____ TV_____ Being with friends_____ Meals_____

Relaxing/free time _____ Other _____

★ ★ ★ ★ ★ ★

SAMPLE RECORD OF AN AVERAGE SCHOOL DAY

Time	*Activity*
7:00 AM	wake up
7:10- 7:50	breakfast, get ready for school
7:50- 8:20	walk to school
8:30- 3:00 PM	in school
3:10- 4:30	skating lesson, practice
4:30- 5:00	walk home
5:00- 6:00	listen to music, talk on phone
6:00- 6:15	clean room
6:15- 6:50	dinner
6:50- 7:15	help with dishes
7:15- 9:00	do homework
9:00-10:30	watch TV
10:30-11:00	talk on phone
11:00-11:15	get ready for bed
11:15	go to sleep

INTRODUCTION

One method that many people use to organize their time is a *schedule*. A *schedule* is a plan that you create for how you want to spend your time. First, you figure out what you *need* and *want* to do. Then you give a certain amount of time to each activity.

A good schedule that you have created for yourself can help you avoid wasting time or getting behind in your school work. It can help you to make sure that you do what you must but also have time for what you want to do.

WHAT SHOULD YOU KEEP IN MIND WHEN YOU'RE PLANNING YOUR TIME?

1. Try to make each day a "balanced" one. That means to give yourself time both for work and play each day. Include time for school work and work at home, and for relaxation, exercise, and being with friends.

2. Figure out when you are most awake and alert, and do your studying then. You can learn much more efficiently when you're alert.

3. Try to spend at least some time doing school work during every school day. Choose a regular study time, and use it for studying. Even if you have no homework due the next day, use that time for long-term assignments or reading. Make studying during your study time a habit. The more you get used to doing school work at that time, the easier it will be for you to study then.

4. Be sure to give yourself some free time each day. People need free time to relax and unwind.

CREATING A SCHEDULE

In this exercise, you are going to create a *practice schedule* for the next school day. First, read over the directions below carefully. Then look at the examples of schedules on page 92. Now, go back to direction #1 below and, using the blank schedule on page 91, start to make your *practice schedule* for tomorrow.

1. Write the day of the week in the space provided on the schedule form.

2. Mark down the time you will wake up tomorrow, and when you'll go to sleep. Then mark down the time you'll spend eating meals and being in school.

3. Next, write down any obligations, things you must do, that you have for tomorrow (for example: part-time job, religious school, lessons, practices, etc.).

4. Now, fill in your study time. Pick the time when you're most alert. Be sure to give yourself enough time to get your school work done *well*.

5. Look at the time you have left, and fill it in with other activities. Be sure to give yourself some time for things you enjoy. Also, leave yourself enough free time.

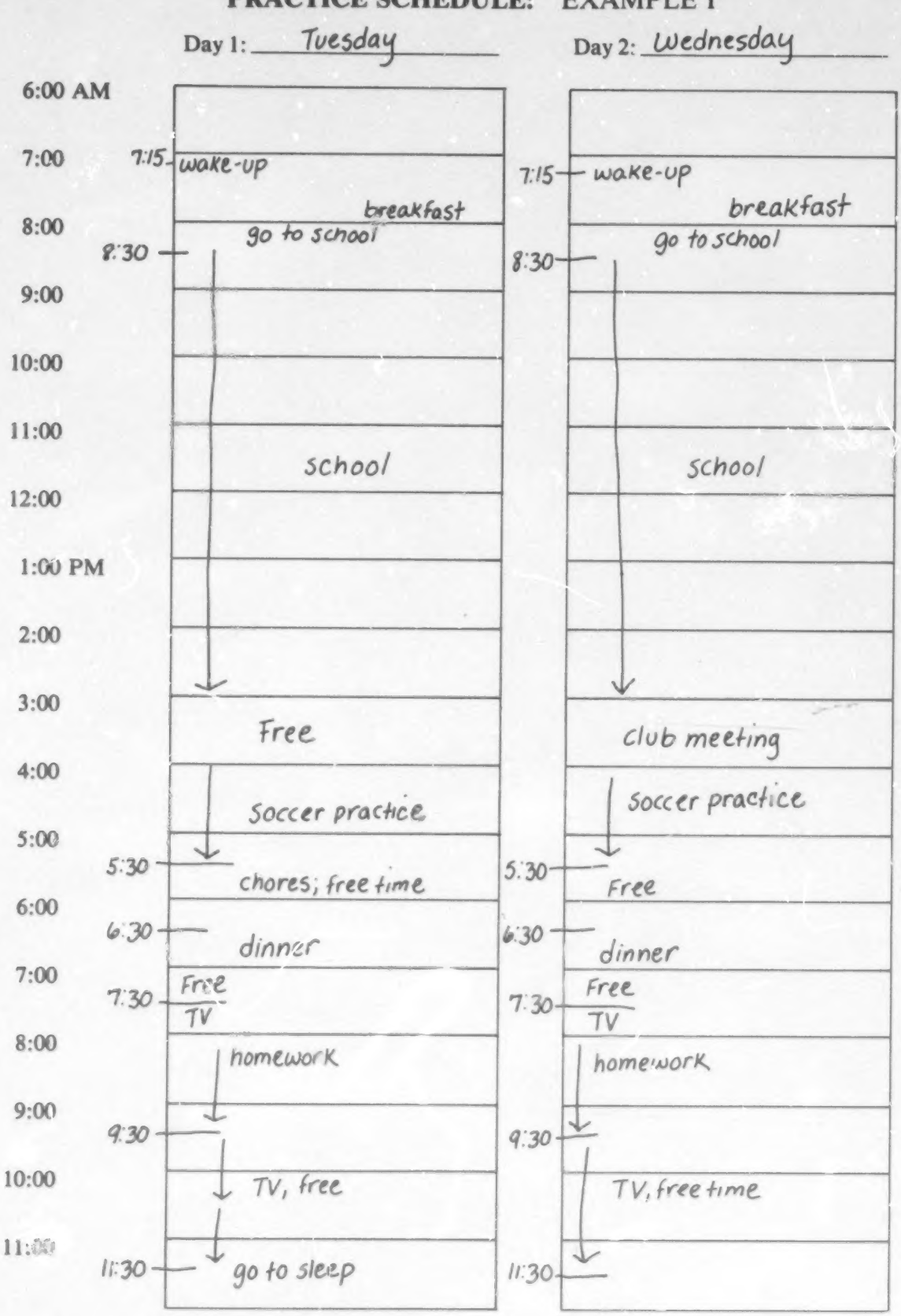
6. Now, look at your schedule carefully. How does it seem to you? If it seems reasonable, you're finished. If not, change it so you're comfortable with it.

PRACTICE SCHEDULE

Day _____

6:00 AM	
7:00	
8:00	
9:00	
10:00	
11:00	
12:00	
1:00 PM	
2:00	
3:00	
4:00	
5:00	
6:00	
7:00	
8:00	
9:00	
10:00	
11:00	

PRACTICE SCHEDULE: EXAMPLE I



USING YOUR SCHEDULE

You now have a schedule that you created for yourself for tomorrow (or the next school day). The next step is up to you: TRY TO FOLLOW YOUR SCHEDULE FOR THAT DAY.

At the end of the day, answer the ques. below about how well your schedule worked for you.

1. How much did you follow your schedule? _____

_____

2. If you followed your schedule mostly, how did you feel about using it? _____

_____

_____

_____

3. If you didn't follow it much, what kept you from using it? _____

_____

_____

_____

4. How useful did you find your schedule? _____

_____

_____

5. Do you think you will try creating a schedule for other days? Why or why not? _____

_____

_____

_____

If you would like to create another schedule, you can use the form on page 94.

PRACTICE SCHEDULE

	Day 1: _____	Day 2: _____
6:00 AM		
7:00		
8:00		
9:00		
10:00		
11:00		
12:00		
1:00 PM		
2:00		
3:00		
4:00		
5:00		
6:00		
7:00		
8:00		
9:00		
10:00		
11:00		

UNIT XII SUMMARY: USING YOUR TIME

A *schedule* is a plan that you create for how you want to spend your time. A good schedule can help you do both what you must do *and* what you want to do.

When you make a schedule for yourself, try to keep the following ideas in mind:

1. Try to make each day a "balanced" one, that is, giving yourself time both for work and play.

2. Figure out when you are most awake and alert, and try to do your studying then.

3. Try to spend at least some time during each school day studying. If you have no homework due the next day, work on long-term projects.

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COUNTY _____
PARISH _____
SCHOOL DISTRICT _____
OTHER _____

Book No. _____
Enter information in spaces to the left as instructed.

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		ISSUED	RETURNED

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1. Teachers should see that the pupil's name is clearly written in ink in the spaces above in every book issued.
2. The following terms should be used in recording the condition of the book: New; Good; Fair; Poor; Bad.